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Is There an Antidote for Jazz?

A SYMPOSIUM

Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

United States Commissioner

THE attitude of Secretary West of the Department of the Interior in relation to the successor of Dr. J. J. Tigert has been a noble chapter in American educational history.

From the first it was made clear that no one would be considered on the basis of political availability. It was made equally clear that no appointment would be considered because of the claim of any group of men or of any interest. Universal professional appreciation was the one requirement.

Dr. Payson Smith, Massachusetts State Commissioner of Education, met all requirements, and when his name was suggested there was no one who preferred some one else. There was no question but that he would be continued in office regardless of the result of the election next November, or four years hence. It was equally clear that when a Department of Education is created Dr. Smith would be the Secretary of Education.

Secretary West made every possible appeal to Dr. Smith to accept.

Dr. Smith's insistence upon his declination was purely personal and eminently creditable professionally.

Latest College President

THE latest college president, not yet installed, has in eight years visited and spoken in more colleges and universities than the presidents of the six oldest colleges and universities combined have ever done.

He has visited and spoken in more high schools, has been on the programs of more educational associations, and has traveled more miles in more states in eight years than have all of them. He knows America first-hand better than any college or university president in the United States has ever known this country.

Within eight years he was the head-liner in vital decisions in one of the most critical football games at the Harvard Stadium.

Before his installation he has had all the deans meet and discuss all of their problems, facing one another and facing the president for the first time.

Certainly wonderful things are happening in this educational age.

The present enthusiasm in stock investments makes the price of one of the 1,100 memberships in the New York Stock Exchange worth more

than twice as much as it was a year ago, and more than four times as much as it was four years ago. The value of membership four years ago was $101,000; three years ago $150,000; two years ago, $175,000; last year, $220,000. A seat sold on October 10, 1928, for $450,000.

The meeting of the Massachusetts Superintendents' Association will take place at Gardner Auditorium, State House, Boston, on Thursday afternoon, November 8, at 2 o'clock.

Men Teachers

THERE are few subjects with so much misinformation in print as that of the relation of the proportion of men teachers in the public schools.

It is quite customary to write about the great reduction of men in teaching from 1880 to 1900, as though it were a calamity, and to write about the increase of men teachers in the twentieth century as though there had been some rare virtue in this. All this simply magnifies the stupidity of those who handle the statistics.

The fact is that it was a great political and educational virtue to clean up the man-teacher situation in the last years of the nineteenth century. There was no virtuous intention in all this. It simply resulted from cleaning up the vices in the county superintendencies. The office was rarely educational, was usually purely political. The county superintendent usually had the certification of teachers with no appeal from his decision. The men usually taught only in the winter, when there was nothing to do on the farm or at their trade.

The reduction of men teachers, of which so much is said ignorantly, sometimes officially, resulted from transferring the certification of teachers from the county to the state.

The increase in men teachers came as fast as high schools were created, for there have been practically no high schools without one or more men in the faculty.

With the introduction of the junior high school, removing the seventh and eighth grades from the elementary schools, a wholly new demand has been made for men principals. A condition, and not a theory, has been responsible for all this.

One other factor has had some influence. The better salaries and the pension systems appeal to young men, who, if they can get positions, can start in life with good immediate financial return, and with the assurance that they will have an income as long as they live. The only serious phase of this man-teacher situation is that there are liable to be many more men educated to teach than there will be positions for them as teachers, and the professionalism of teacher-training does not provide preparation for many things except teaching.

The New England Association of School Superintendents will hold a banquet at Hotel Bellevue, Thursday evening, November 8, at 6 o'clock, and a morning and afternoon session on Friday, November 9, at Gardner Auditorium, State House, Boston. An unusually strong list of speakers has been secured.

Study Period Projects

IN this age of achievements we rejoice whenever there is anything so new, so complete and so attractive as to promote educational progress more effectively than it has ever been done before, and certainly Elda L. Merton's "Revised Study-Period Projects" * is a creation unrivaled in all time so far as the profitable use of all of the child's time that is not needed for recitation or specific preparation of a special lesson is concerned. It is useless to attempt any description.

There is no game, indoors or out, at home or school, that every child in the primary grades will be more infatuated with than with the words and pictures in these pads.

There is no method devised, so far as we know, that will help any child in the primary grades to learn to read more readily, more independently, more successfully in every way than by the use of these pads.

We have never known any achievement that relieves the teacher so completely of any care from a child in a primary grade as do these pads.

We have never known any scheme to eliminate the liability to idleness as completely as is done by these pads.

We have never known any device to relieve a teacher of all anxiety about discipline quite as reliably as the use of these pads.

There is no liability of any primary school pupil needing more practice in any lesson than is here provided.

Each child can go as fast and as far as he has the ability to go.

There is no child who will not do profitably as little as he is capable of doing.

The great achievement of Miss Merton is that she has made it necessary for every publisher to try to find some one who can do a better job than this for Study-Period seat work in promoting silent reading.

We shall rejoice in seeing anything of this kind that is better done than Elda L. Merton has done in these three Primary School pads.

---

*"Revised Study-Period Projects." By Elda L. Merton, assistant superintendent, Waukesha, Wis. Silent Reading Seatwork. Grade One, Grade Two, Grade Three. Three Pads 9 by 12 inches. Chicago, New York: Laidlaw Brothers.

American Public Schools

[*Fifth Article*]

By A. E. WINSHIP

FREE education was gloriously championed by the Pilgrims and has played a vital part in America for more than three hundred years, but the modern public school idea was not sold to the people as a real public school until a hundred years ago.

The Ordinance of '87, of which America is justly proud, was little more than a mirage. It was passed by the Continental Congress in 1787 and should have been the beginning of great things, but unfortunately the Congress of the United States two years later failed to promote its efficiency.

Most unfortunately Thomas Jefferson had succeeded Franklin as ambassador to France, 1784-1789, and was in neither the Continental Congress that passed the "Ordinance of '87," nor in the First Congress of the United States which practically put that famous ordinance to sleep.

The thirty years following the passing of that Ordinance were years of loud proclamation of devotion to education by Washington, Jefferson, Noah Webster and others, but achievements were negligible. It has often happened that the greatest things have been said when nothing has been done. It was not until 1818 that Thomas Jefferson secured from Virginia the meagre appropriation of $15,000 for the establishment of a University of Virginia, which was born in 1819.

Selling the public school to the American public was really the first important achievement of the public schools of the New World. From 1823 to 1843 was the period of wonderful public school achievement. De Witt Clinton in New York, Thaddeus Stevens in Pennsylvania, Henry Barnard in Connecticut had much to do with the preparation of the public for the marvelous achievement of Horace Mann, who sold the public schools to Massachusetts and other states of the Union from 1833 to 1843.

Although State Normal Schools and administrative supervision were established as the result of that great awakening, the great achievement of Horace Mann and Henry Barnard was the creation of a public school sentiment which really was responsible for the achievements following the war of 1861-65.

The delay in marketing that sentiment was due to the fact that public thought was centred on the political situation which was responsible for the war and then for the conduct of the war.

Latest Word in High Schools

By A. E. WINSHIP

FORTUNATELY there are some people who do not have a panic when told of some remarkable thing out of New England, and, strange as it may seem, there are some things in education even in the South that are significant, and one of these is the Howard High School in Wilmington, Delaware, named for General Oliver O. Howard, a native of Leeds, Maine, of whom New England has reason to be proud.

It is a public high school for colored youth, and has cost an even million dollars. It is the latest word in high school building and equipment. Nothing in any city in America offers an opportunity for any white boys and girls to learn anything they need or desire to learn that these colored youth cannot learn, with the best of instructors under the best conditions.

But my interest is in a feature that I have not known to be quite the same elsewhere. While the new building was being planned the colored boys and girls were asked to suggest any feature that they would like to have provided that would help them to make an especial preparation for earning in life as a result of their learning in school.

Both the boys and girls asked for emphasis upon courses in economics. The girls placed first opportunity to learn to serve in beauty parlors, with ability to manage the same. They said more young colored women could make a success in this respectable business and could more easily become proprietors in this business than in any other.

As a result there is a course and equipment to prepare colored high school girls to serve white women and another course and equipment to serve colored women. In one course they will learn every trick in the art and science of making a white woman's hair wave in any way that is most becoming, and in the other course the way to take as much of the wave out of a colored woman's hair as is advisable.

It is a long way from the time when a colored boy and girl had slight independence in anything to the time when they can decide what vocational courses will best help them to self-support, to financial independence, and give them opportunity for respectable service in the business world. This wonderful building for colored high school students, the equal of any high school for white children, academically and vocationally, is the gift complete of Pierre Samuel Dupont, who is one of the most interesting educational statesmen of the day.

Belding's Page

MASK OF MEDIOCRITY

AMERICAN college students are described by Dr. Frederico de Onis as suffering from an "average complex." They do not choose to appear brilliant. They prefer to be thought dull.

This is the rather definite conclusion reached by a man who has had opportunities to compare American students with those of Europe. For some years he has been head of the Spanish department at Columbia University.

To be sure, Dr. de Onis finds certain qualities to compliment in the American college youth. He declares this youth to be possessed of an admirable ability to concentrate, to perform a task quickly and efficiently, and to persevere until a given job is finished. These qualities, by the way, are exceedingly valuable. They seem almost to offset the other trait which this Spanish observer has noted.

A mask of mediocrity may be nothing more than a mark of modesty. As such it is highly becoming to American college students.

The peril consists in the worship of mediocrity as an ideal beyond which the undergraduate mind does not care to go. Too many of our young men are willing to follow the remainder of the crowd, as one sheep follows the flock. College boys and girls are supposed to be a somewhat select group, even in this day of huge enrollments. In this group are many who will later become leaders. If they follow herd instincts instead of cultivating individuality and setting new standards for themselves and others, the worth of their education may be seriously doubted.

Persistence and concentration are indeed important. Our methods of picking college entrants have been fairly successful in getting students possessed of these traits. Is there not some way of putting a higher premium upon both the ability and the desire to attain the fullest possibilities inherent in each student?

THE CHANGE AT BROWN

THE endless belt of time moves onward relentlessly. It has carried President William H. P. Faunce of Brown University to the age of seventy, when, tradition says, educational administrators should step aside for younger men.

Dr. Faunce's services have been very great to his institution since he took the presidency in 1899. His services to the public at large have also been considerable. He has delivered many a sane and well-reasoned message, through his writings and addresses. That he will continue his usefulness in these ways for many years to come, and perhaps all the more effectively for being relieved of routine duties and administrative responsibilities, will be the hope of all his friends.

Dr. Clarence A. Barbour, head of Rochester Theological Seminary, has already won distinction both as a clergyman and as an educator. No need for Brown to set aside its tradition of choosing a Baptist clergyman for president, so long as material like this is available. There is, however, a strong undercurrent among Brown alumni as among those of other colleges fostered by religious denominations, moving away from the theory that only a clergyman is eligible to head such institutions. Yale and Dartmouth and scores of other great centres of learning, long watched over by men of the cloth, have broken away from their religious moorings to the extent of choosing laymen for their presidencies. Some day the tide may set back the other way. Brown trustees have at any rate shown the courage of their convictions by continuing the familiar policy. The final answer is, no doubt, "How can this or that particular institution best fulfill its mission?"

POLITICS

THE school rostrum, like the pulpit, is properly a source of instruction in basic principles, not of dictation as to how one may best carry out those principles in the choice of political parties or candidates.

In many school systems it is a rule that no teacher shall wear a campaign button or other emblem showing favoritism to either party. This is a good rule, where necessary. It really should not be necessary, however. Teachers should know that they are not hired to make Republicans, Democrats, Socialists or any other special brand of citizens, but only to impress the duties of clear thinking and careful weighing of rival claims in moral balances.

There are conscientious men and women on all sides of every political issue. The ones we need to fear are those who shirk their responsibilities by neglecting to vote or by failing to vote intelligently and with regard to the public interest. Too many Americans who do vote are still on the level of selfishness. They want what will line their own pockets or promote some pet privilege. The teacher who can instill the idea of voting, the desire to vote as a true patriot ought to vote, may perform a priceless service to the future.

Anson W. Belding.

Associate Editor.

Is There an Antidote for Jazz?

F. M. GREGG
Nebraska Wesleyan University

JAZZOMANIA is not a disease—it is a symptom. The disease to which it is a mere accessory is the dancing mania. The modern dance has gripped such vast numbers of our people, and they abstract so much pleasure out of its conventionalized sensuousness, that anything associated with it becomes fixed as a necessary complement to the fundamental feature. Jazz music seems to lend itself so peculiarly well to the complex rhythm of close-contact dancing that it is likely to remain with us as long as this type of dancing continues to hold the centre of the arena in the world of commercialized amusements.

The only kind of treatment that would seem to have any power of restoring the jazzomaniac to any semblance of sanity and health is the modification of the condition that precipitates this modern form of madness, namely, the ever present dance hall. To effect this desideratum will be a gigantic social undertaking, and all weak brothers and sisters of the race will naturally shrink from undertaking it.

Think of it—road houses and dance halls everywhere, as ubiquitous as filling stations, both gaseous and **gastronomic**! Up every canyon on the eastern front of the Rocky Mountains, where this note happens to be penned, are half a dozen to a score of roadhouses, and car after car of folks respond to the sonorous summoning of the saxophone. So also in among the snow-capped peaks of the Cordilleras, and down its western slopes out to the water's edge of the Pacific—road houses, road houses, road houses. And if you turn eastward over the wide stretches of the great plains, under every lonesome cottonwood at a cross-roads is a roadhouse. Penetrate the lake region of the Upper Mississippi, or pass down the Great Lakes into the forests of Michigan, and continue across the valleys of the Ohio, the Cumberland, and the Tennessee to the Florida coasts, and then up along the board walk at Atlantic City, and along the sidewalks of New York into picturesque New England—road houses and dance halls everywhere.

The remedy? College people are more to blame than any other group for this condition, and they could redeem this country from the siren call of the saxophone if they would. Either they must do this by finding a more wholesome form of social amusement if we are ever to get rid of the jazzomaniacs, or else they must surrender the moral leadership of a great nation, and suffer the disgrace of failure in the presence of a compelling opportunity.

MRS. SUSAN M. DORSEY
Superintendent, Los Angeles

PERHAPS no term so commonly used is less clearly defined than "jazz." In general it conveys a notion of noisy confusion, the characteristic of certain types of music and dancing, since these are the media through which most often this boisterous bewilderment expresses itself.

Jazz is really a quality of mind that appears not alone in music and dancing but in literature, dress, and manners. Its essence is always a violent forcing of attention through the unusual, the noisy, the bizarre, and even the offensive. In music the jazz effect results from breaking in upon the orderly rhythm by imposing a new accent, and continuing this new accent long enough to *command recognition for itself* and not long enough to supplant entirely the old rhythm; in the graphic arts jazz secures its effects by distorted images or vivid, patchy splotches of color that break up the canvas and prevent integrated, coherent interpretation of beauty; in manners jazz expresses itself in the ultra-unconventional, the risqué, the shocking; in literature, and especially in poetry and drama, it chooses eccentric themes and thought expression is disconnected, incoherent, and inchoate.

Contrast the subtle touch of comedy that ancient and modern masters of art so skilfully introduced to relieve the heavy gloom of tragedy with the harsh intrusion of the bawdy dance and the vulgar hits of modern jazz; the latter brazenly smites and shocks one into attention, the former steals luringly into the consciousness of the audience and gives delightful respite.

Perhaps the most violent expression of jazz yet exhibited—and that, too, on a national scale—was experienced on that memorable Armistice Day of 1918; it was a fantastic rebound from the repressions and mental agonies of the war, a striking example of what may happen when the group mind, held taut to the breaking point for too long a period of time, becomes not quite sane and balanced and expresses itself in unaccountable, bewildering ways, such as chaos once knew.

To sum it all up, the object of jazz is to force itself obtrusively upon the attention by dissonant noise, by broken rhythm; by wild activity, by unusual behavior, by flashy color and outlandish modes. Whether its modern vogue may be attributed to an unconscious recrudescence of the

barbaric still latent in human nature, or a half-conscious, impish imitation of the barbaric, is difficult to say.

The remedy for jazz is hard to find because society has half-wittingly committed itself to this new, wild sort of freedom. In fact, it is consciously cultivated in some quarters, for it is quite the thing to speak and write sneeringly of the orderly, thoughtful ways and the so-called "repressions" of the Victorian era, and to "boost" the merits of the unusual and the striking of recent years. Certain quiet, refined values have doubtless been lost to life, and there is no help for it, but the case is far from irremediable.

As a substitute for jazz in arts and literature, there needs to be a large output of that which is not too difficult of interpretation for the great groups of ordinary people, of tired, pre-occupied men and women, and of buoyant, non-understanding youth; more simple, pleasing, and understandable must be the offerings of music, art, and literature if tastes are to be formed that reject "jazz." Not all mortals can always endure the atmosphere of Olympus; it is too rarefied.

It may be that jazz received a more eager welcome because a dearth of music responsive to common joyousness caused rebellion, because dress too constraining was doomed in view of the modern devotion to physical activities. So give the music that is orderly and beautiful, but whose swinging melodies arouse a joyous response; give the art that has comprehensible beauty; give the dress that allows of freedom; give the manners that are not too hedged about by minute conventions; and jazz in a measure will cure itself.

The one "sure cure" for jazz is an education that does not produce "jazzy minds," that cultivates more thoughtfulness, that discourages boisterous expression of half-formed opinions and disorderly activities of whatever sort as an offence to beauty. The constant exposure of youth to the beautiful in form, sound, color, and motion that is not too difficult of interpretation will forestall pleasure in jazz. When once a love of beauty has possessed the mind of youth and a sense of order and completeness has become a part of their spiritual natures, when once they have "confirmed their souls in self-control," the barbaric irregularities and dissonances that outrage the beautiful in life will disappear. In the meantime let those who love beauty court beauty, and refuse to be cajoled or constrained to admit into the circle of their finer sensibilities the barbaric influence of jazz.

H. B. WILSON
National Director, American Junior Red Cross

THE statement of the topic implies that one is already under the influence or effects of jazz. The question, therefore, is whether there is any counteracting agency or group of agencies for the "disease." I will have to begin by acknowledging that I cannot speak from experience, because, so far as I know, I have never had a case of "jazz," at least, not one that "took."

From observation and experience, however, I feel convinced that there are antidotes for the effects of jazz, and for the deep hold it may secure upon one. A great interest, when that is absorbing and stimulating and consuming of one's energies and abilities, should be effective as an antidote for jazz. Any great interest or group of interests may absorb one so fully and completely that more superficial interests, of which I consider "jazzmania" one, are crowded out. If the great interest continues for long enough, it may establish itself in control, become an organizing centre in one's life, and thus prevent the return of lighter, chaffier concerns and interests.

A great emotion or a great emotional experience in one's life may likewise exercise a deep influence in expelling jazz. Loss of a child, or a wife, or a mother might bring a deep emotional transformation to any life, thus eliminating the jazz influence. The expulsive, transforming power of a great emotion is often very consequential and might actually change one from a love and preference for jazz to an interest in and concern for the deeper, more serious aspects of life and world affairs.

A definite decision to stay away from jazz, thus eliminating the play influence of it from one's life, if strictly and faithfully followed, will cure the sufferer from jazzmania, I feel certain. Seeking the upbuilding effects of the opposite of jazz will greatly hasten the cure, and develop in its place deep, lasting interests and effects.

Yes, there are antidotes for jazz, as for other poisons. They will act more quickly and effectually, however, if tried before jazz gets too deeply seated in the human personality. If any reader realizes that he has jazzmania, start at once the use of some appealing antidote and become cured as soon as possible.

[The symposium will be continued November 5. An expression of your viewpoint is invited.]

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

II.—THE NEW INSTRUMENT—EXPERIENCE

EXPERIENCE and not books is the chief instrument of education. Not what the child can obtain from a book, but what he can obtain from living—that is the method of the new education. Books really impart nothing to the child other than what he takes to them, and he takes to the textbook only that which he has derived from first-hand contacts as the contributions of his personal behavior up-to-date. In the school as now constituted there is everywhere a false assumption of the possibility of imparting knowledge direct through a mere operation of the mind of the learner.

But, "Where shall wisdom be found, and where is the place of wisdom?" "Experience" is the magic word here offered in reply. Wisdom shall be found as a derivative from the direct contact of the individual with the world in which he lives and moves and has his being. And understanding—no matter how deep and profound the knowledge—is little more than reactions of the individual to any given situation, as brought about by the accumulations of his experience. Then, the first lessons of experience come to the child through the medium of his sense perception, as is well known. And whereas the first brief chapter of this Outline sets out a plan for the unfoldment of the learner in terms of the great inherent race instincts; we now offer a brief definition of his unfoldment in terms of individualizing experience.

There are seven stages of the unfoldment of personality of the individual as such—"seven ages of man"—and these are determined each by its dominant interest.

Infancy.—The first natural call for learning on the part of the newborn child is through sense perception. To see, and so to exercise the eye in the perception and identification of the largest possible variety of things; to hear, and so to exercise the auditory nerves through the largest possible series of impressions and refined discriminations; to taste, and to bring the nerves so involved into their fullest possible quota of interpretative and intellectual experience; to smell, and to bring about the large body of mental refinements possible for this neglected instrument of knowledge; to feel, and to learn thus to appreciate the thousands of different sense experiences involved in a complete tactual education—it is this more neglected and only one-tenth realized field of experience which the new education should feature during the period of infancy.

Childhood.—The dominant interest of childhood, in so far as individualization is concerned, is the possession and manipulation of things. Here is the first age of materiality; and, for the time being, the chief business of education is to bring the hands of childhood into the largest possible variety of uses in the manipulations of the toys and tools which now constitute the treasury of good things. Not to keep a child out of things, away from things, "from getting into things"—for fear he might soil his hands or his clothes, or spoil some piece of goods—not all this false method and negativeness now in vogue; but the opposite. Turning the young learner loose with full freedom to have, to hold, to use and to destroy; here we have an example of the essence of the new learning. Things must be sacrificed in the service of the growth of the soul of childhood.

Adolescence.—Now comes the sudden change in the integrating experience of the individual. It is the call of the wild, the lure of the outdoors, the program of thrilling experiences in the freedom of the woodlands, meadows and hills. Briefly, but with conscious consideration, the adolescent boy and girl should now be privileged to acquire the vast complex of experience for which the young, eager longing makes its claim. In short, for the time being what is now known as scouting should lead all other subjects in the general course of education.

Youth.—Now, with another turn in the tide of inner life, there appears the emotional, brainstorm interest of love's young dreams. And here we are led into the very heart of humanity, to the point of which all the great issues of human experience get a new start and a new interpretation. It has been said that the teachers who can properly interpret the love dreams of youth experience no difficulty in any of their work as instructors.

If ever, it is now that experience entirely subordinates all that may be written in books. Here, indeed, is life in the making. Experience is everything. To come and go with one's mates, to mix and mingle with the youthful crowd; to weigh and measure heart throbs and emotional thrills; to love and be loved, and to regard with emotional interest the love-making of others—here for the time being is the one great school of experience, the dramatic school of life. The theory of this proposed philosophy of education stakes all that it has to offer on the issue here involved. Love-

making experience, rather than textbooks, constitutes the only great instrument of education. The curriculum should be rewritten accordingly.

Studentship.—There comes a time in the life of a young person when knowledge for its own sake is desired, and when the individual progress will be served best through furtherance of the urge for learning. But again the instrument is experience—inquiry, statistical research, the first-hand gathering of materials and truths.

Adulthood.—Sometime during the second decade of the individual life the desire for business experience and enterprise comes on with a rush. Awhile ago all attempts of parents and teachers to force an interest in business and vocation were futile; now one needs merely to let the inner call for experience have its way.

Maturity.—The last of the "seven ages of man" is maturity, the age when all other considerations are preferably brushed aside while the individual seeks experience in the domain of spiritual interpretation. Sometime we shall come to know that education must be made both continuous and endless; that what we have regarded as necessary old age and decrepitude is merely the result of a false interpretation of life itself. Youthfulness, fresh interest in experience, an endless stream of new and stimulating ideas flowing into the mind—this will suggest how we may, by proper education during the mature years of the individual, clear up that dark continent everywhere accepted as a necessary senility.

So, the sketch must close and be enlarged in a later and fuller treatment. Experience, and the exploitations of the chief instruments of experience suitable for each of the "seven ages of man"; and this as a radical substitute for what is now being attempted through the use of textbooks—such is the thesis of this second chapter of the brief Outline.

Fits and Misfits in College

By A. O. BOWDEN

President, New Mexico State Teachers College,
Silver City, New Mexico

Almost every one out of college and many of those within feel it their prerogative to criticise this expensive monster called the college. When a young man or young woman enters college and is not willing or is unable to pay the price there results the failure to get the approval of the college. Parents and friends of these disgruntled students make a chorus of lament and discontent. Then, often, purposes and motives are imputed to the college that it does not now have and has never cherished. If the college does not help one to get rich quick or to prepare one directly for a business or a profession for which the student is not by nature and personality fitted it gets criticism from business circles. When students enter college with no worthy serious purpose, and fail to pass its examinations, the college is too impractical and academic. When a social climber sends her daughter or son to college and she or he fails to make the coveted social sorority or fraternity the college is snobbish and undemocratic. When the college is over-crowded, as most of them are, and students do not get what is expected in the way of pandering and pampering, the college is cold and indifferent to the welfare of its students. All in all, laments and criticisms from all these sources swell into a mighty chorus of mild or violent condemnation.

In most cases one who thinks and analyzes situations need not look very far to learn that most of the criticism now launched against the college has its cause in the individuals who are active in censuring institutions of higher learning.

The colleges have their faults and make their mistakes, but they are not the subject of this paper.

Nothing in this discussion is advanced as an argument to support the thesis that everything about the college or university is perfect, that the college is incapable of making mistakes. No one knows the shortcomings of higher education better than those intrusted with its administration. But criticisms usually given have but little if any foundation in the facts in the real situation.

It is not the purpose of this article to discuss the failures of higher education. These have been discussed *pro* and *con* from time to time. Rather it is proper now that those who criticise should be shown their part in the real causes of failure of many youths to profit by residence in college.

The homes from which these young students come should first be blamed. Most of them are too soft, too prone to make things easy, and too indulgent to childish whims.

It should be remembered that the purposes for which colleges are established require financial and other kinds of sacrifice, labor and persistence. Many youths come to these seats of learning with no noble controlling purpose, with no aim that would cause them to develop the zeal of an ex-

plorer or the missionary. Many youths come with the avowed purpose of prostituting the college for social purposes, for social status, and a greater number of social contacts. These are valuable, but are by-products of college residence.

Athletics, any activity which attracts immediate attention is balm for the extroverted mediocre-minded individual. It gives fleeting prestige. Prestige gives social status. Thus one goes around in a vicious circle.

In our strenuous but soft age many young people are not willing to pay the price. They don't seem to know that ultimately the student must pay. The father pays the bills, but the student must pay the price of what education he gets.

There is one just criticism of the college in that it does not offer two more bachelor degrees not yet known to academic circles. These are B.L. and B.F., bachelor of loafing and bachelor of fumbling through four years. Let the student get what he pays for in effort and take the earned degrees to the world for acceptance. He can then see the value of his four years in college.

There is also the criticism that learning and scholarship have lost their former prestige and standing in the world. Never has there been a time when real learning and scholarship have been more honored and sought after than at the present time. One has only to cast about and observe the importance that business and other callings attach to the technically trained expert. The public is now more critical of quacks and shysters than at any time in the history of civilization.

The criticism is true that colleges are all poor; that they cost too great sums of money; and that they pay too little to secure the highest types of personality in the faculty in most cases. There is a very sound basis for this criticism. But the answer to this is that the colleges are giving excellent educational facilities below financial cost. There is probably not a student in any of the American colleges who is paying as much as fifty per cent. of what his education is costing the institution. Students pay financially all the way from fifty per cent. to nearly nothing for what they get. One large state university gives out the fact that its students pay scarcely 30 per cent. of their tuition.

There are dozens of colleges which are paying more than 90 per cent. of the cost of the education of each of their students. This means that for every ten dollars he pays, the college pays more than ninety dollars. This sort of thing is probably the basis for the statement in some quarters that the colleges are not doing much good. Higher education to be appreciated is too cheap for the one who buys it.

The state through its tax-supported institutions and the privately endowed corporations of higher learning contribute much to the cost of your education. The greatest contributor to any student's education is the teacher. The amount most of them give compared to what meagre salaries they receive is somewhat disconcerting. They contribute money in working for lower salaries than any profession. They contribute their time, thought and patience. They are now and have always been a necessity. When the sun first rose on humanity in that far-off time the teacher was there. His work began when the human race was born. The teacher will be present with his skill and his problems when the latest sun sets. His work is never done. His responsibilities will live on as long as the new-born babe nestles in its mother's arms. No time, no clime has ever been without his services. Whatever you are able to get from them determines your fitness for residence in college. You are a misfit in college if you lack intelligence to profit by your association with your teachers and colleagues. There are very many more people who lack stability, perseverance, patience, energy and ambition than there are those who lack native mental ability.

You are a misfit in college if you are a pauper in attitude; if you think that a college owes you the opportunity to attend classes and enjoy the privileges of college life without paying for them; if you are willing for an institution or a state to pay your tuition and think that it is no more than your due or no more than what they ought to do for you.

You are a misfit in college if you are a slave internally to intolerance, hatred, to your preconceived notions. Until you can liberate yourself from enslaving habits you cannot acquire a liberal education.

You are a misfit if you are dissatisfied when your sphere of influence either in college or in the world outside is small. The thing to consider is the spiritual quality of your work. "Despise not the day of small things," for "the first shall be last and the last shall be first." Spiritual things do not operate in the realm quick of returns.

You are a misfit if you expect the influence of the college to make you wealthy. You are there for the wrong purpose. Much false reasoning has been indulged in about the financial value of an education.

You are a misfit if you think you can build a life on any other than the highest purpose. This is the principle of the Universe. Evolution, struggle, selection and variation are the principles of life. Your life in college should not only be purposive, but that of the highest purpose. Survival in the real college sense is based upon the selection of the fittest, the highest purposes. What are some of these purposes? (1) To make an honest living. (2) To serve completely your community. (3) To develop all your mental ability.

You are a misfit if you give up at the beginning of the long last mile. The last long struggle is the process which shows the mettle of your

material make-up. That long last mile of Christ's from Gethsemane to Golgotha is the most sublime spectacle of His life.

We are all artists of a sort. We paint a picture throughout our lives. We touch up here a little and there a little. We add color here and light and shade there. You are a misfit in college if you cannot refine your colors, select more wisely the light and shade, elevate the tone of your picture. Make the picture more complete from year to year.

Moses was commanded to go and look upon the burning bush and commune with God. Science, truth, knowledge, wisdom, art, music, etc., are the burning bushes in the intellectual world. Not only should you look upon but rather should you partake and warm both hands by the generous flame. Your soul should become aflame at these shrines if you would commune with God. The burning bush with you as college students is a burning passion to know the here and the now, to understand the present and to predict the future.

You are a misfit if you cannot let yourself be hypnotized occasionally by books. Did you ever read a book and did the author ever jump out and grab you whose hold will not let you go until you have done with him? If so, you belong in the realm of the intellectual and in the college.

You are a misfit if you do not or cannot learn in college to stay alone and acquire the ability to instruct yourself to criticise your own thinking. All instruction is individual. There is no such thing as the group mind.

You are a misfit if you do not learn to play in some wholesome way, to play with ideas, to play in your imagination and refrain from letting your own accomplishment end in your fancy.

You are a misfit if you do not learn to love work, to plan your study, your day, your leisure.

You are a misfit in college if you cannot learn to be alone, to examine your ideas and ideals.

You are a misfit if you cannot learn in college to take defeat unflinchingly, but never give up.

If you understand your teachers and know your place, if you can carry your part of the responsible tasks imposed upon you, if you can co-operate and work harmoniously with your college mates, if you can live up to the best and most accepted moral standards of the day even in the face of temptations, YOU ARE FIT FOR A PLACE IN COLLEGE LIFE.

The keynote theme of this article and which should be for the college for the year is, pay the price. If you are not able financially then give all you have in serious thought, serious work and study. Loitering in season, vagabonding wisely, loving wholesomely and much work is the key to college success. Don't be afraid of work. No one has ever over-studied, many have over-worried, and under-exercised.

Safety first is a slogan and a good one, but there are times when safety last is most commendable. There is a way in which safety first is inimical to progress. If Columbus had considered safety first, he would not have discovered America. If Caesar had thought of safety first he would not have crossed the Rubicon. If many martyrs to medical science had considered safety first they would have let alone such germs as that of smallpox, yellow fever, etc. If you consider safety first you will never get married. The point is if you want to accomplish most you must sometime put safety last. Give yourself.

Guide for School Piano Class Teaching

By C. M. TREMAINE

Director, National Bureau for the Advancement of Music

IN THE remarkably short span of three or four years group study of the piano in the schoolroom has changed its status from that of an experiment cautiously approached and ventured upon only in a few particularly progressive or specially favored communities, to a well established, successful and popular activity in several hundred towns and cities. Something of the origin and history of the movement was told by the writer in these columns about six months ago, when he made the prediction that there would be a still more rapid growth in the near future.

Much has happened since that time to make even this sanguine prophecy seem very conservative indeed. The developments have been not so much in the way of new places adopting the idea, although there has been a long list of these, a list probably to be doubled with the opening of the fall term. They have been rather in the more important matters of official recognition and fostering of the group teaching idea by the Music Supervisors National Conference, the introduction of normal courses for teachers of the classes by leading colleges and conservatories, and publication of material based on the experience of the pioneers as an aid to those now entering or soon to enter the field.

The National Bureau for the Advancement of

Music has been watching all these developments with great interest because it believes that the group teaching idea applied to the piano is in line with modern educational thought, and that it is the most practicable way of affording children in general an opportunity to see if they have talent and to develop it if present. The piano moreover is the basic instrument, and the only one of those easily accessible on which may be produced all three elements of music—rhythm, melody, and harmony—so that it is excellently adapted for teaching the fundamentals of the art and at the same time providing a satisfying means of self-expression. A wider diffusion of the ability to produce music is the surest basis on which to build a truly musical nation. Appreciation and tacit enjoyment, the means for which have been so marvelously increased in recent years, is highly desirable, to be sure, but there should be a corresponding advance on the "doing" side, for through such participation alone can the full benefits of music be derived. For the child of talent this participation is of special importance, and even those of less native ability will be better listeners and greater beneficiaries if they cultivate what ability they have. Under competent leadership, the supply of which is now rising to the demand, the children are deeply interested in their piano study and have accomplished notable results in many places. Finally there is unanimity of opinion in the cities which have tried out the plan that this piano teaching exerts a powerful influence for good on the entire school music curriculum.

It was with enthusiasm, therefore, that the Bureau co-operated with the piano section of the committee on instrumental affairs of the Music Supervisors National Conference, appointed in 1927, and published its recommendations in a booklet, "Guide for Conducting Piano Classes in the Schools." This booklet is now available free in single copies to all desiring it. Aiming as it does to aid the school administrative official in organizing the classes and the supervisor and teacher in handling them, it appears most opportunely, and supplies the type of information for which many have been waiting before themselves attempting anything of this kind. An advance edition of the "Guide" was presented at the meeting of the full Music Supervisors Conference in Chicago, in April, and was heartily endorsed by that body. It also recommended that school superintendents, music supervisors, parent-teacher associations and others be made more fully acquainted with the possibilities of the work.

The piano section of the committee consists of the five or six people who have probably had the most experience in directing school piano classes, and in addition all the members except the chairman have published teaching methods especially for them. The latter fact might have proved an obstacle to the success of the joint effort had not each member subordinated and even disregarded his own individual interests, to the end that the committee might present the essentials of practice in a way that would be most helpful to those of less experience. Complete agreement was reached on all matters of principle. Among the topics discussed in the booklet are aims of the piano class, practicablity, qualifications of teachers, effect on the private teacher, general organization plan, organization within the school, relation to the rest of the music curriculum, class routine, room and equipment, etc. The committee supplements its own suggestions with brief descriptions of current practices in fifteen of the cities which have done most with the plan to date, also with a few pictures and printed forms.

How real is the need for this material is evidenced by the fact that over 2,200 requests for the booklet were received from music supervisors alone within the first six weeks after announcement, late in June, that it was ready for distribution. The requests came from 1,266 different cities and towns, and many wrote for it from Europe and even more distant vacation points, including Japan, Egypt, and Turkey. Three hundred and fifty-eight of those who wrote stated that they had already inaugurated the classes, and of this number 286 expressed themselves enthusiastic advocates of the idea. Only twenty-one had discontinued the activity, due in most cases to special causes. Of the balance of the requests received, 108 stated definitely that the writers expected to start the classes, while 442 expressed much interest in starting them, without specifically saying they would do so. In fact practically every one of the 2,200 who sent for the booklet (the total is higher by several hundred as this article goes to press) has by this very action shown that he or she is receptive. Thirty colleges and conservatories, where teachers' training classes are being held or are contemplated, were also among the recipients of the "Guide." This vanguard of the requests will probably be followed by thousands more in the fall.

It is not only the music supervisors, some progressive school superintendents, and the National Bureau for the Advancement of Music who see the possibilities of the piano class idea. A number of famous musicians and prominent teachers have also expressed keen interest. There is space to give only one of these endorsements. It is from Josef Hofmann, who says: "I am very much in favor of class pianoforte instruction in public schools. I believe that, aside from its great bearing on the development of music in the United States, it would also be of decided disciplinary value in bringing up and educating young people."

What the Young Girl Told Me

By ARTHUR DEAN

You know, don't you, that dad and mother think because I am their daughter

That I belong to them and to them alone.

But they don't know my secret.

I am a Daughter of Life longing to find itself and to become what I ought to be.

Because of them I came into this world.

And though I am with them,

Yet they do not belong to me;

Much less I to them.

To them I'll give my love and my thoughts all I can,

But I can never tell them all I think

Because even I can tell little to myself.

Sometimes I catch a glimpse of myself,

And then I think I have caught myself.

But Myself has gone

And only the outer self remains.

But I am going to live, die, succeed or fail in spite of them.

They wish.

I wish.

But where their wishing stops my doing commences.

I am Tomorrow.

They are Yesterday.

And between us there is a generation.

Personal and Professional

JOSEPH CARHART, president of the Mayville, North Dakota, State Teachers College, 1897-1907, in whose memory the alumni of the College have placed a portrait tablet on the college walls, was a native of New Jersey, received his academic and professional education in Massachusetts, was on the faculty of Wilbraham Academy, Massachusetts; of the State Normal School, Terre Haute, Indiana; DePauw University, Indiana; and St. Cloud, Minnesota. There were ten children born to Mr. and Mrs. Carhart, all living, all honoring their parents by successful and worthy lives in Duluth, Los Angeles, New York City, Indianapolis, and Bellingham, Washington. The students at Mayville in his administration have made exceptionally good records professionally and civically. There has been a governor of North Dakota, a lieutenant-governor, several legislators. The present state superintendent, Bertha R. Palmer, several city superintendents, seventeen county superintendents and several college professors are among his students who have had an honorable professional career.

MYRON T. PRICHARD, chairman of the Board of Education, Daytona Beach, Florida, prominent in many educational, civic, and social activities in Florida, has had a leading part in the authorship of an important modern text, "Lessons in Citizenship" (Ginn). Mr. Prichard has been eminently successful in the authorship of school books for a third of a century. He was one of Boston's highly efficient principals, always aggressively progressive, but never went off on any tangent; always made progress more important than praise. He has made noble use of what was intended to be leisure.

L. M. HURDKA, who succeeds Dr. J. A. Williams as head of the Department of Education, State Agricultural College, Brookings, South Dakota, comes directly from graduate work in the School of Education, University of Wisconsin, but he has had much experience teaching in rural, village and city schools and on the faculty of the State Teachers College, Bowling Green, Kentucky.

OLGA A. JONES, of Columbus, Ohio, is to be editor and publisher of The Ohio Teacher, which was owned and edited for many years by the late Dr. Henry G. Williams. Miss Jones has been a teacher, a school principal, and superintendent. She is the only woman who has ever been elected to the City Council of Columbus, and she served for five years. Miss Jones has been president of the Young Women's Christian Association, and will continue to officiate as associate director of the Council of Social Agencies of Columbus and Franklin County. Miss Nellie B. Scott, who was the office manager of the Monthly, and highly efficient in the work of the Ohio Teachers' Teacher Placement Bureau, will be associated with Miss Jones in all phases of the work.

RICHARD A. METCALF, of the Johnson Publishing Company, Richmond, Virginia, was honored with a doctorate by his Alma Mater, Colby College, at the recent commencement. He went from Colby in 1886 to Salt Lake Academy. He later was on the faculty of Ottawa, Iowa, and Princeton, Illinois, but from 1896 to 1919 he was with Allyn and Bacon, and since 1919 has had charge of the high school and college department of the Johnson Publishing Company.

There are some personal relationships which we enjoy. We were personally associated with Colby College at the time he was there. The year before he entered we had the address at the commencement. It is more interesting to know that Dr. Metcalf was a classmate and room-mate of Dr. Randali I. Condon at Colby.

HARRISON LYSETH, Augusta, who succeeds the late Josiah W. Taylor as Deputy State Commissioner of Education in Maine, directing secondary education, brings to the state department the latest scholastic and professional training, and is also a brilliant leader of music and socio-professional activities in any conference, convention or community meeting. No one could take the place of Josiah W. Taylor in dealing with complex professional and civic problems, for he was a masterful diplomat, and knew Maine historically as no one else can know it for a generation, but Mr. and Mrs. Lyseth bring to the department a combination of modern efficiency assets rarely attainable even in this age of academic credit and social and civic versatility.

WINSLOW S. ANDERSON, who is to be Dean of Men, Rollins College, Winter Park, Florida, succeeding Dr. George E. Carrothers, who goes to the University of Michigan, is a graduate of Bates College, earning his Master's Degree at the University of Minnesota. He has organized the Theta Kappa Nu National Greek Letter Society, which already has forty-five chapters and a surplus fund of $20,000. He took high rank at Bates and at the University of Minnesota, and his success with the Theta Kappa Nu is unprecedented.

Traveling Through Tropical Isles

(Ninth Article)

By L. H. PUTNEY
Boston

Down the Spanish Main

IT MAY be interesting to some of our readers to know that bananas bring the growers from thirty to sixty cents a bunch, depending on the number of "hands" they contain and in some cases on how far the plantation is from the shipping-point. A "hand" is one of those familiar little bunches of bananas that we see at the fruiterer's. As a rule a bunch has at least nine hands, each of which contains some twelve or fifteen "fingers" of bananas, although sometimes on very fertile land the number of hands will run as high as seventeen.

We learned with interest that snakes find in bunches of bananas a favorite hiding place, and that not infrequently they strike the laborers in the neck as the latter are carrying the bananas from the fields; indeed, they are such a menace that the United Fruit Company has established a research department at one of its plantations in Honduras to seek to obtain from their venom a virus with which to lessen the danger from snake bites.

But bananas are only one of the important agricultural products of the Spanish Main. Some of the finest coffee in the world comes from the highlands, especially in Colombia, and many thousand bags of it are shipped every year to Europe and America. Cacao is also an important export from both Venezuela and Colombia.

Although technically not a part of the Spanish Main, any account of it that omitted the Dutch island of Curacao, which lies just off the Venezuelan coast, would be incomplete. This island forms the gateway to Maracaibo, the commercial metropolis of Western Venezuela, which is situated about three hundred miles to the southwest on the little strait that connects the Gulf of Maracaibo with a great lake bearing the same name. Because of sand-bars at the entrance to this strait, large vessels cannot go direct to Maracaibo, so they transship their cargoes at Curacao with the result that the island has become an important *entrepot*. Being a free port, European goods can be purchased there cheaper than anywhere else in this part of the world, or at least such was the case until the winter tourist boats began to include the island in their itineraries and taught the merchants bad tricks. In spite of this, however, perfumery in particular is ridiculously cheap; for example, you can buy the famous "Christmas Night" perfume at $11.25 for a two-ounce bottle. It costs in New York about $27.50, and even in Panama $15.00.

Viewed from the sea Curacao is one of the prettiest spots we have ever seen, looking for all the world like a part of Holland transplanted. The houses have bright-hued walls and long sloping roofs of red tiles or of corrugated iron, painted red. Once ashore, unfortunately, much of this charm is lost, due to dust and the scarcity of green things, for the island suffers tremendously from lack of water.

Truly marvelous is the amount of shipping that passes through the pontoon bridge at Willemstad every day, bringing in crude petroleum or laden with refined oil or coming to bunker. More than once we have counted no less than four great steamers pass through in a single hour, and the procession keeps up all day. This bridge, by the way, is a toll bridge, the fee for pedestrians being two cents unless they are barefooted, when the price is reduced one-half. Formerly it was not unusual for persons to take off their shoes before crossing so as to save the extra copper, but with all the prosperity that has come of late this is now a rare sight. In this connection let us say that although Curacao is a Dutch colony, only a few hundred of its 35,000 inhabitants are Dutchmen; the others being of almost every conceivable nationality, with the negroes in the lead. Even the language itself, locally known as "papamiento," reveals the polygot composition of the colony, for it is a medley of Dutch, English, Spanish, and Portuguese words, to say nothing of the negro vernacular.

Everywhere throughout the Spanish Main education is based upon the old Spanish traditions. Excepting the primary schools, it is for the most part a church affair, although in the largest cities are to be found state-supported lycees or high schools, such as the *Instituto Nacional* at Panama. The equipment of the schools is meagre, but even so it is better than what we saw in the Lesser Antilles. Everywhere, not excepting Colon and Panama, where the schools are often only a block or two from those of the Canal Zone, the teachers resent anything smacking of American methods, and adhere tenaciously to the continental ideas under which they have been brought up. So strong is this opposition to our American ideals that when the present general superintendent of schools for the Republic of Panama, a man who has almost

completed his work for a doctorate at Columbia University, undertook to promulgate a modern course of study, such a hubbub was raised that he was compelled to withdraw it.

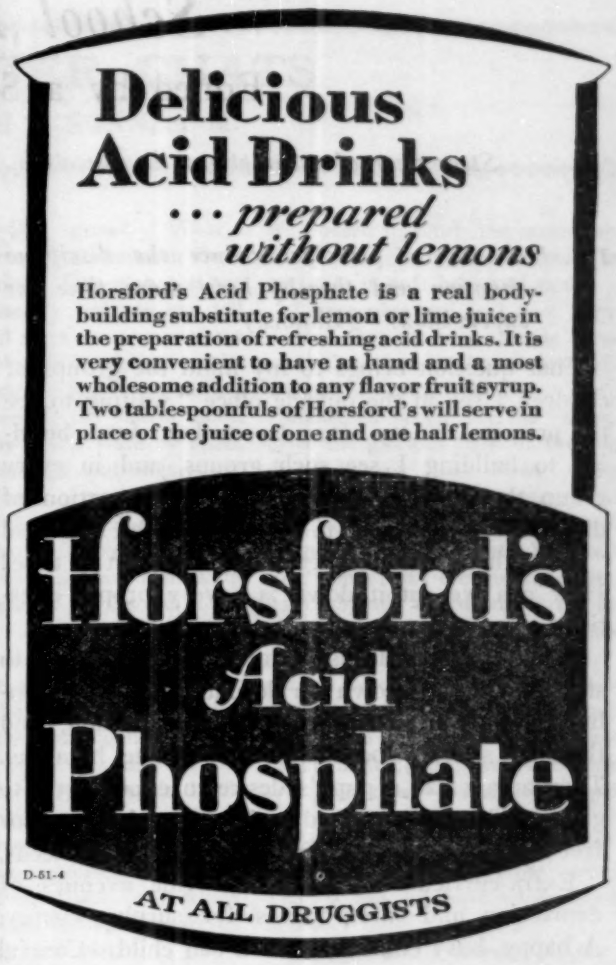
There seems to be a strong aversion to the use of textbooks, the teachers much preferring to lecture and to have their pupils keep notebooks. Even in the private schools the principals find it almost impossible to get their assistants to abandon this system, due in large measure, we were told, to the laziness of the latter. It seems that the lectures very often are identical with those which the teachers attended while students in the "professional" or normal schools. In the primary schools much of the recitation consists of unison work, consequently you can almost always detect the proximity of such a school by the murmur of voices emanating from it.

According to the course of study, English is supposed to be taught in all the fourth, fifth, and sixth grades in Panama, but in practice not over two or three thousand of the 65,000 pupils enrolled in the schools of the Republic are studying it. Judging by the work we saw, it is almost wholly oral, the quality depending on whether the teacher is an American or a native. On the whole, though, we are sure that more natural results are being obtained there than in Porto Rico. Need of having reading-books is recognized by the better teachers, in spite of their too strong inclination to minimize what the children can accomplish in a year, and of a refusal to be influenced by American experience with pupils from non-English-speaking homes. One result of postponing the use of readers is that the pupils in the *lycees* and professional schools are compelled to read literature far below their mentality; for example, young men in the *Instituto Nacional* at Panama are reading a babyish second reader published in England. Students who complete the *lycees* receive the degree of bachelor of arts or bachelor of science, while graduates of the universities, of which there are several in Colombia and Venezuela, are known as "doctors," with the result that most well educated men in the Spanish Main are addressed as "Don Doctor."

Excepting the *Nacional Bibliotecas* in the capitals, there is nothing resembling a public library throughout the whole region, but in all the larger cities may be found excellent "*librerias*" or bookshops, showing that there must be a considerable number of educated persons and not a few private libraries of note. Almost the only English books in evidence in these *librerias* are dictionaries, and cheap novels from England, but everywhere are to be bought American magazines, usually the more popular ones which feature pictures of movie actresses more or less undressed.

One reason why the schools of the Canal Zone, which, by the way, are equal to any in the United States, as would be expected when we recall that the white teachers are supposed to receive 25 per cent. higher salaries than are paid in Washington and besides enjoy commissary and other privileges, have not influenced education along the Spanish Main more is due to the color question. In the Canal Zone separate schools are provided for the whites and blacks, just as is done in the Southern States, but in Panama and the other Latin-American countries no color line is drawn. Inasmuch as many of the Panama teachers are negroes, whenever attempts have been made to fraternize through the extension of social invitations, much embarrassment has been occasioned. To avoid this by inviting the Panamanians only to the social affairs of the negro teachers in the Canal Zone would give tremendous offence, and almost occasion an international misunderstanding. As a result, little attempt is now made to bring the two sets of teachers together, and the Panama schools, and indirectly the whole Spanish Main, are losing the opportunity to profit by the experience of their more fortunate neighbors.

The unfortunate thing about this whole negro business is that we are largely responsible for Panama's having such a problem. A large part of the blacks are Jamaicans, or descendants of Jamaicans, who were brought to the Isthmus to help dig the canal. They have multiplied to such an extent that today both Colon and Panama impress one at first glance as being negro towns.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AT ALL DRUGGISTS

School Problems

Edited by a School Executive

Steer clear of assumptions in education. This is the age of scientific inquiry.

174. How can a principal reduce the discipline situation and thereby have more time for supervision? (Illinois.)

That question brings to my mind the groups of children I see in the outside office "waiting to see the principal." Day after day as I go from building to building I see such groups, and in every group there seems to be the same proportion of difficult boys waiting to explain to the principal "how it happened." A great consumption of time! How can we cut it down is a very proper question.

Fewer hard and fast rules is a good place to start. Don't lay down a rule until you have absolute need for it demonstrated by occasion, and then go slow. Too many rules invite breaking. They antagonize a pupil's desire to experiment, to grow. They are opposed to his natural desire for freedom and should be limited to minimum needs.

Extra-curriculum activities provide avenues of expression and safety-valves for surplus energy. A happy, busy child is never a bad child. Careful organized study of problem children soon shows ways and means of caring for pupils who start things.

Co-operation of teachers can do much to lessen this stream directed toward the principal's office. Each teacher is responsible for the discipline of his own room, corporal punishment included, if you still have it. The student council from the sixth grade on can settle many of the discipline problems as well as the principal, and more satisfactorily to the pupils. As a rule they prefer "the judgment of their peers."

175. What is it that teacher training needs most today? Every year as I visit my new teachers I am so discouraged at the little vision of modern school which they have caught. (Michigan.)

As I visit the training schools and see new teachers in service I see the need of clean, clear-cut interpretation all along the line. They don't get half that is given them. It goes right over their heads. Then on the other hand they have no idea of how to transmute knowledge into attitudes and skills. They lack information and technique in this line, and as I go back to the training school I find in many cases the teachers there are not clear on the job themselves. They are not interpreting to their students how information and knowledge are transmuted into attitudes and skills. Neither are they demonstrating it always. We need to stress in our training a professional right-mindedness, a scientific attitude, a use of scientific methods. Now this all applies to the administrative and organization end of the system as well as the classroom procedure.

It is of little use for training schools to attempt this right kind of training and then throw our young teachers into systems where there is no recognition of it. We must follow it up with understanding, inspiration, and assistance.

We need to interpret to our young teachers what we are trying to do with the wealth of ages, and how they can do it so our boys and girls will use it to understand and grow in power. We fall down on clean-cut interpretation.

176. Wouldn't it be a good idea if we committed all teachers to the "Vow of growth"? (New Jersey.)

No. Half of them would lie. Of course, it isn't as bad as that sounds. They would mean to tell the truth. The wishful thinkers would be there who can make themselves believe almost anything they want to believe. The group who would feel they must pledge it if they were going to hold their jobs would start anyway. The old teachers (not years meant by that old) are so crystallized in some cases that they can't grow; and we have many who don't want to grow. You can't grow without growing pains! Those who want to grow don't need any vow. Our job is to make more *want* to grow.

177. Who is responsible for the proper placement and adjustment of pupils in grades? (New Mexico.)

The principal with the help or recommendation of the teacher should be responsible for this part of the work. If it is a problem case there are outside agencies which he may consult, but he must assume the responsibility. As head of his building and district this goes with his job. Rare indeed will be the case when he will have to make a placement contrary to the teacher's recommendation. The superintendent or supervisor may out of their wider experience give advice and counsel, but his is the decision which should be the regular channel of placement.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Chalice of Evil Dreams

(Teacher: Ask some child to bring in a poppy pod.)

Good morning, girls and boys:—

I have brought your lesson with me this morning. I see you looking at it with interested eyes. You are admiring the gorgeous colors and the fairy tenderness of the silken petals; your eyes are delighted with the soft green dome that rises in the centre of all this loveliness surrounded by a fence of delicate golden spears. Your souls are filled with the glory that the poppy holds forth to man.

I have always fancied that the little green dome in its circling fence of gold is a tiny church or mosque to which the fairies throng when the sun rises over the garden wall.

But I have not brought the poppy to you to speak about the beauty of its flower, but rather about the deadly dreams that lurk in the chalice that follows the flower and partakes of its wonderful beauty. Which one of you can look upon the seed pod of the poppy without saying: "What a beautiful thing that is; how perfect the lines upon which it is made; what a jewel of a pod in which to encase a thousand tiny seeds!"

There is a reason for all this loveliness;—a deadly, blighting reason that has swept over the race of men from the earliest days, shattering its strength and spoiling its life wherever it has come under the deadly lure.

The poppy is of such delicate structure that it needs care for its proper growth. It can only get that care from man. In order to get that care it holds out to him as a reward a temptation, so strong that millions of acres are being sown, today, with poppy seeds that the deadly drug known as opium may be harvested for sale and use among the tribes of men.

Opium is made from the poppy seeds. When taken into the human system it causes a deep sleep in which the mind is set to dreaming in a most wonderful way. In order to thus sleep and thus dream, millions of men and women are ruining their health and selling their very souls.

Goodbye! Best wishes for a happy day,

Uncle Jed.

Music

Men have always been roughly divided into two classes, those who sing and those who growl. What a world of difference lies between these two states of mind! One glance at the face of the passer-by and you can tell whether his soul sings as it goes about its tasks or growls in the gloom of its discontent. Back of these two outlets for emotion, through the human voice, lies a philosophy and a state of mind. The man who whistles and sings is not altogether weighed down with the dead weight of flesh and the pressure of its earthly care. There is a buoyancy about his soul that has something of the light freedom of the sunlit air entangled in it. He breathes of joy. He finds joy in the little circumstances of his life. He sees it bubbling over in the clouds; he smells it censered out to him by the swaying flowers; he hears it in the vast singing of the world about. He responds in kind. His own voice lifts itself up and joins the eternal harmony of joy. How beautifully is this expressed in the following poem, every line of which should be made the lasting treasure of the growing boy and girl.

MUSIC

By RALPH WALDO EMERSON

Let me go where'er I will
I hear a sky-born music still:
It sounds from all things old,
It sounds from all things young,
From all that's fair, from all that's foul,
Peals out a cheerful song.

It is not only in the rose,
It is not only in the bird,
Not only where the rainbow glows,
Nor in the song of woman heard,
But in the darkest, meanest things
There alway, alway something sings.

'Tis not in the high stars alone,
Nor in the red-breast's mellow tone,
Nor in the cup of budding flowers,
Nor in the bow that smiles in showers,
But in the mud and scum of things,
There alway, alway something sings.

Opening and Closing Windows

Did you ever stop to think that we live all our lives in a little soft house that we carry around with us? We may sneer at the snail and laugh at his heavy twisted shell or we may grin when a turtle moves his horn home across the road, but, after all, are not we housed in much the same way, our brains in a bone box and our fingers and toes in soft homes of flesh?

I have observed as I have traveled around that the more people know the more they open up the windows of their wooden or cement houses. The more enlightened people are the more they prize the glorious light of the sun, the dew-laden air that flows under the moon, or the rich sweetness of the fresh air that blows in from the fields. I have noticed, too, that when the bitter cold comes with the threat of death in its icy breath, the windows fall and he is left to press his cold face against a protecting window pane. I have noticed, also, that when the dust of the street blows, or when a sickening odor comes, the windows fall, also, keeping the air of the house sweet and clean and free from things that affect its purity.

You may now ask a very simple question, "What is this all about? Of course we open and close windows. That is why we have windows in our houses."

Exactly, and I wonder if our eyes are not windows, too, and our ears, and the sense of feeling in our fingertips, and I wonder further, if girls and boys open and shut the wonderful windows of their senses in just the right way to keep the spiritual atmosphere within their houses sweet and clean.

Invisible Bonds

Invisible bonds run through all the Universe binding it together with threads stronger than steel. Beauty is one of these mighty bonds. We see it coming to the surface of things wherever our eye falls. It curls to the light in the leaf of a poplar tree; it peeps forth in the blue aster's starry flower; it runs like a ribbon of scarlet and gold along the western sky; it shines like a silver arrow where the minnow darts through the pool;—it spills down on the wind-ruffled lake from the golden moon;—it greets us wherever we walk, blossoming in flowers, singing in birds, laughing in happy children, marching in the high clouds, flying on the wings of the wild geese, humming in the drone of the busy bees, filling our lives constantly with its magic and its power.

Love is another of the invisible bonds. It dwells, however, in a different and higher Universe. It blossoms out of shining eyes and sings out of

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kindly words and laughs through the lips of those who are pure of heart; it marches nobly with our splendid thoughts and finds wings in every beautiful desire. It, too, is with us always tying us closely, in that wonderful spiritland beyond our eyes, to the hearts of all our brothers everywhere.

The rays of the golden sun may blossom across the earthly universe, but love is greater and the spiritual universe in which it shines is full of life and peace.

Magical Rice Seeds

There is a common belief widespread in old Japan that certain rice seeds have magical powers. Plant one of them in a favored spot in your garden and pray over it long and earnestly and it will sprout into whatever vegetable you desire. Just how such a curious belief could come into being is hard to determine, but, very likely, some shrewd old fakir in the dim past found it profitable business to sell rice seeds and then, in the dark of night, assist the prayers of the purchaser by planting in the plot the seed of the vegetable desired.

However, the world is full of curious beliefs, some of them even more absurd than this, but back of all of them a close examination reveals a tiny germ of common sense.

Back of the magical rice seed story is a spiritual truth that is well worth understanding. Let us assume that the rice seed of the Japanese is any little trivial thing we do; sweeping the floor, or keeping our yard clean, or working at our lessons. In doing whatever we do we plant in our spiritual natures a seed, which is destined to grow into leaf and stem and flower in the days that are to come. Suppose now that while doing our little deed we have in mind some great ultimate end. We wish to become an architect or a teacher or a business man. Will not our prayer and our desire give an inner and hidden life to the deeds we do, making each blossom into a flower which will find a place in the garden of our lives to be? I imagine that the boy whose mind is set on business cleans up the cellar in a little different way from the boy who wishes to become a scientist, and the girl who has her heart set on a cozy home washes her dishes in a little different spirit from the one who wishes to become a great singer. Thus it happens that we may plant rice seeds of daily deeds—the very things we hope from them and the prayers we say over them will, without doubt, cause them to grow up and blossom into the beauty that we desire in the garden of our dreams.

Young Man's Prayer

God, make me a man—
Give me the strength to stand for right
When other folks have left the fight.
Give me the courage of the man
Who knows that if he wills he can.
Teach me to see in every face
The good, the kind, and not the base.
Make me sincere in word and deed,
Blot out from me all sham and greed.
Help me to guard my troubled soul
By constant, active self-control.
Clean up my thoughts, my speech, my play,
And keep me pure from day to day.
Oh, make of me a man!

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EDUCATION IN ACTION

Pupils Build Janitor's House

A modern cottage for use of the janitor of Selah, Wash., school was built recently by the manual training class under the direction of a carpenter employed for the purpose. In addition to the experience in practical instruction gained by the pupils, the project resulted in a saving of $900 in the cost of the building.

Public Schools Take Third of Taxes

The cost of maintaining the public school system of the State of New York takes up approximately one-third of the total state and local revenues provided by taxpayers, according to State Senator Seabury C. Mastick, chairman of the Special Joint Legislative Committee on Taxation and Retrenchment. For more than a year members of the joint committee have been making a study of the school situation throughout the state, and have just completed a tour of inspection of school plants and general school conditions in the Hudson River area as far north as Lake Placid. Already it has been found that an unsatisfactory situation exists in municipalities where the educational authorities have complete or practically complete control of the school budget and the city authorities are responsible for the tax rate. There seems to be less friction than formerly in cities where the municipal administration has definite control over the education budget, and also in those cities where there is complete separation.

Sight of Pupils Care of Teachers

"Of the 30,000,000 school children in the United States," says the Bureau of Education in an informational bulletin to school teachers, "not more than half have ever had their eyes examined. It is not known how many apparently dull boys are merely unable to see the blackboard. The child who complains of headaches, who bends over his work, who makes mistakes in reading, who squints, has red lids, should be further tested. Often a child has one good eye and one bad one. Where the eyes are not exactly straight one of them may do none of the work, and, not being used, will grow steadily weaker. Many people do all their seeing out of one eye, but never realize the fact. The efficient teacher will watch for weaknesses of the eye, examine suspects, call the school physician when there is one and report to the parents of the child where there are not."

Girls Hold Too Many Positions

"The American girl is facing today the greatest tragedy in the history of womankind," according to Mrs. C. C. Casey, chairman of the education department of the Colorado Federation of Women's Clubs. "I am not an alarmist, but statistics show that there is one divorce in every six marriages. The real job for a girl is that of a homemaker. The modern girl is neglecting that job. Parents are largely to blame for neglecting to stimulate their children's interest in practical education. The public schools have too little demand for practical courses such as domestic science, nursing and manual training. In fact, unless the modern girl steps back into her job as a homemaker the schools will be forced to close the courses along these lines that are now open to women. I would consider this nothing short of a crime."

Detroit Graduates From 34 Countries

Thirty-four countries were represented among the places of birth of the 390 graduates of eighth-grade evening schools in Detroit this year. Nineteen countries of Europe were included, Germany coming first with sixty-five, Poland was next with thirty-six, then Russia with thirty, and Italy with twelve.

Manual for Parents Issued by High School

"Manual for Parents," a sixteen-page booklet, is issued by the High School of Commerce of New York City, and a copy is sent to parents of all boys in the school. The purpose is to give a comprehensive knowledge of the work of the school, the duties and responsibilities of students, and ways in which parents may co-operate in realizing the highest ideals of the school.

Safety Education Urged in Schools

National safety can be brought about primarily through education, according to Dr. John J. Tigert in a statement issued just before he retired as United States commissioner of education, and in which he praised the American Automobile Association for its humanitarian efforts to reduce the death toll and injury to school children. Dr. Tigert said: "I have long realized that national safety can be brought about primarily through education and have, therefore, watched with interest the success of inculcating this message into the minds of the young. Much of this success has been in the schoolroom. Safety education in the school, however, is only beginning, and the effort of your motor clubs to get safety lessons into the curricula of all schools is altogether praiseworthy."

English Progresses In Porto Rico

Great improvement has already been noticed in the English spoken in the schools of Porto Rico as the result of the institution of teachers' and pupils' clubs for the study of English. Sixty-seven teachers' clubs were in operation in the island during the last school year, with a total membership of 534 teachers. At the same time 612 pupils' clubs, with 32,415 members, were functioning. The movement is sponsored by the Department of Education of Porto Rico.

No Pupils, But Teacher is Hired

An unusual situation developed in the school district at Bean Crossing, Town of Prattsburg, N. J. Miss Rowena Daldry, who contracted to teach school there this year, found herself without a pupil when the time came to start school, as there were no children of school age in the district. The school trustees, however, will carry out the contract and pay the teacher for her services, the same as though she taught daily. Miss Daldry plans to substitute for other teachers of the community.

New York Charter For Chilean School

A provisional charter for the Santiago College for Girls, located at Santiago, Chile, has been granted by the board of regents of the University of the State of New York. The institution was established in 1880 as a school for the education of girls from American and English families, but it now includes among its students many Chilean girls. Courses from kindergarten through high school have been offered, and the curriculum will hereafter include higher studies. This is the second institution in South America which has been chartered by the board of regents, the first being Mackenzie College of Sao Paulo, Brazil.

Education Seen As Handicap

Columbia University, through its teachers' college, has designated Dr. Harold F. Clark to determine the accuracy of his beliefs that an education has decided drawbacks to wage earnings. "Economists, educators and scholars have united in declaring that an education increases one's wage-earning powers many times over, and experiments and statistics have been used to prove their point," he says. "But we have found a method to prove a fallacy in their reasoning and believe we are on the road to finding a startling reversal of facts that will affect the whole economic foundation of education in this country." Prediction that the United States will face a crisis in the near future unless steps are taken to prevent it are made by Dr. Clark, who says that too many persons are being trained for professions that are not able to accept them all.

31 Races In Soviet School

One of the strangest schools in the world has been functioning in Leningrad since 1926. It is the so-called Northern Faculty, whose 200 students, about forty of them women, represent thirty-one different nationalities inhabiting the frozen northernmost reaches of European and Asiatic Russia. Laplanders, Samoyeds, Tungus, Ostyaks, and so on — some of them tribes whose very existence has been discovered only recently—have sent daring members to taste this Russian culture of which the white men from warmer climes have told them. Many of them had to travel for two months or longer, by reindeer and dog or floating in diminutive punts, to get to the Leningrad school. Many walked for months. The task of the teachers confronted with this agglomeration of backward students is not to be envied. Scarcely half a dozen of them speak the same language, and practically none of them know any Russian. Moreover, a large percentage use language which has as yet no alphabet. The whole curriculum is therefore as elementary as a kindergarten. It is reported, however, that these northern adventurers are quick to learn.

Hurricane Ruins Porto Rico Schools

Governor Towner has cabled the War Department that damage to the public schools of Porto Rico by the hurrican aggregates $2,464,950. One thousand and twenty-seven schoolrooms were destroyed and 1,281 damaged. Those destroyed were valued at $1,595,000, while other damage is estimated at $392,000. Ninety percent. of schools are now in operation under temporary shelter, others in rented buildings and many in roofless school buildings. Refugees are sheltered in 242 school buildings. The University of Porto Rico at Rio Piedras was badly damaged.

Teaching Films Have Proven Value

"Teaching films" are here to stay, having proved their worth, not only by controlled tests of isolated lessons, but also by the every-day experience of years, according to the Bureau of Education. About 15,000 educational institutions of all types in the United States are equipped for motion picture projection. "Many state universities maintain film libraries in their extension departments, and systematically supply films to school and community organizations in their own respective states," the Bureau says. "The stock of available films of excellent quality has greatly increased, but the number of text films—that is, those which may be used in direct connection with the daily teaching—is far from adequate."

Importance of Training Commercial Teachers

In the past two years there has been a general awakening regarding the importance of commercial teacher training. The leaders have urged that the key to the improvement of commercial education on a long-term basis is a better program for the training and certification of commercial teachers. The state departments of education and the larger universities have taken a greater interest in the preparation of commercial teachers. A number of investigations have been made to show the present status of commercial teacher training. Recent developments in commercial education in the secondary schools have emphasized the urgent needs for improvements in teacher training to keep pace with and make possible further progress in the development of local programs. A stimulating factor for the improvement of the commercial teacher-training program is the increased interest manifested by the larger colleges and universities. Although the universities generally have been slow to provide for this need, many of them are interested in establishing four-year curricula, upon the completion of which recognized degrees may be obtained.

Men Teachers More Numerous

More than 835,000 teachers and 50,000 administrative officers, supervisors and principals are at work in the elementary and secondary schools of the United States. A survey shows that approximately 325,000 of the 617,078 elementary public school teachers are employed in rural schools and about half of the rural teachers are in schools of the one-teacher type. While records show a decided decrease during the past five decades in the percentage of men serving as elementary and secondary teachers, this survey showed that since 1920 the percentage of men teachers increased from 14.1 to 16.9.

Teachers Forbidden To Discuss Politics

Mayor Fred D. McGregor, chairman of the Haverhill, Mass., school board, and Superintendent of Schools Albert L. Barbour have issued statements prohibiting teachers in the public schools from discussing politics in the classrooms. The action is believed to have been caused by the charge that a teacher in one of the schools praised one presidential candidate and attacked the other. Mayor McGregor declared politics is "entirely out of place" in the public schools and warned the teachers to refrain from mentioning the candidates for President or any other office. "It goes without saying that no teacher, either by word or action, should express to pupils any preference for candidates for political office," declared Superintendent Barbour.

Will Drop Teachers Who Use Cigarettes

Teachers who smoke cigarettes will not hold their jobs in the Eugene, Ore., schools, according to a resolution adopted by the local board of education. A proposal for student-regulated dances at the high school, for several years under a ban, was also considered by the board.

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ALL MATTER, whether man or mouse, metal or gas, is simply a congregation of vibrating atoms, and the physician of the future will have at his command apparatus of such delicacy and precision as to permit the diagnosis and cure of disease with the utmost ease, declares Dr. Francis A. Cave of Boston. "The biologist will know the laws that govern cell growth with the accuracy of the scientist knowing his laws. It will then be that prevention and cure will be questions of scientific accuracy," he asserted.

RADIO DEVELOPMENT has reached the stage where it may threaten the supremacy of telegraph wires for speedy and economical transmission of messages over land. Recent developments in short-wave technique make radio transmission over long land distances quite feasible and several companies have applied to the Federal Radio Commission for the allocation of short-wave channels.

CHINESE REVOLUTION has now entered upon its second phase. The first phase, according to the patron saint of the Nationalists, Sun Yat-sen, was destruction of the feudal system. The second phase is education of the masses. The system of combining lecturers, teachers and artists with each Nationalist army has been successful. Sometimes the propaganda corps has preceded the army, preparing the people of districts occupied by hostile war lords to welcome Nationalist armies.

AUTOMOBILE production in the United States in August surpassed all records, with a total output of 458,429 machines, according to the department of commerce. This output is the largest in history for any one month. This is equal to approximately 17,000 cars every business day of this month. The highest previous record was in October, 1925, when 442,000 cars were produced.

INFANT MORTALITY rate for the United States last year was the lowest on record. Deaths of infants under one year of age per 1,000 live births in the birth registration area were sixty-four in 1927, as against seventy-three in the preceding year.

DRUG STORES of 1775 carried approximately 675 items, all being remedies or articles confined to the medical field. Today the average drug store carries 7,000 articles ranging from eye-glasses through fishing tackle and books to radio sets. The humble postage stamp was the germ of it all, according to a study made by Dr. Logan Clendenning, medical writer. The public found it needed postage stamps at all hours, he pointed out—and only the drug store was open. Other items were added as a convenience to the customer and netting a profit to the druggist.

IRELAND would seem to be an ideal country for women, according to a Free State Government report on the 1926 census issued recently. There are 1,465,103 females to 2,971,992 males. Women have found their way into nearly every profession and trade. There are women police, veterinary surgeons, architects, cattle and sheep dealers, pig dealers, horse dealers, auctioneers, valuers, lighthouse officials, engineers, stone cutters, dentists and even one woman chimney sweep.

FLYING TAXICAB service to cover the nation enabling passengers to engage airplanes on short notice for flights from one city to another has been organized. The first step to be taken by the new company will be the equipping of flying fields in twenty-five key cities throughout the country.

NEWARK'S MAYOR henceforth will have no qualms about being deluged daily with invitations to public functions, because he has appointed a paid social ambassador who will shake hands and eat dinners for him. The Mayor, Thomas L. Raymond, said he was unable to attend to his work and at the same time accept "the countless numbers" of invitations he receives.

JAY WALKERS of the River Nile region decidedly are outclassed in agility and daring by those of New York City, in the opinion of A. L. Westbrook, of Alexandria, Egypt. "I have never seen so many nimble-footed people as I observed on Fifth avenue," said Mr. Westbrook. "We have jaywalkers in Egypt, too, but your New Yorker is astonishingly expert and daring in the art of darting between moving vehicles."

PROHIBITION is making men more handsome, according to Dr. James Doran, national prohibition commissioner. "The average man has more money to spend, and since he cannot spend it legally for liquor, he spends it for shaves, haircuts and manicures," he says. "Men who buy hair tonic nowadays use it for hair tonic."

The BOOK TABLE

CIVICS AT WORK. A Textbook in Social and Vocational Citizenship. By Thomas Ross Williamson. Cloth. Illustrated. 333 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

There is rare common sense blended with a wealth of experience in these pages at a time when there is a lot of nonsense in propaganda advice in selling "expert" advice to parents about how to succeed. Here are a few stray nuggets of sense which can be used without paying a high price to an "expert." "Beware of drifting. Don't drift into a job. . . . Study yourself and learn what kind of work is suited to you. . . . Do not judge an occupation because of the people who follow it. . . . Avoid a blind alley which will offer no opportunity for advancement. . . . Beware of a spectacular job that seems romantic, dramatic or grand. . . . Do not be misled by false glamour or one-sided reports. . . . Weigh your ability to succeed in the line of work. . . . There were never as many opportunities for success as today." This is a really remarkable book.

ADULT LEARNING. By Edward L. Thorndike, Elsie O. Bregman, J. Warren Tilton and Ella Woodward of the Institute of Educational Research, Teachers College, Columbia University. Cloth. 335 pages. With Charts and Diagrams. New York: The Macmillan Company.

Dr. Edward L. Thorndike's work always commands appreciative attention with expectant faith, for the various studies during a long professional life have yielded results which have been exceeded in importance by no rival leader in such studies.

The notable feature of the book, like the usual conclusions of Dr. Thorndike, is the fact that he does not draw extravagant conclusions negatively, a tendency with some researchers who make similar studies ridiculous.

It is asking too much of the experimenters in various studies that all studies be of value. All that can be asked is that some of the experimental studies demonstrate that such studies may be valuable and this has been adequately demonstrated by the extensive studies which Dr. Thorndike has sponsored.

This study of "Adult Learning" merely claims to have demonstrated that adults of ages twenty-five to forty-five may be expected to learn at nearly the same rate and in nearly the same manner as they would have learned at fifteen to twenty. Adult education suffers no mystical handicap because of the age of the students.

One practical value of this intensive study, which has never been attempted before, is that it stimulates the various efforts to help adults, who have neglected study even in youth, to seek and secure a new birth intellectually and industrially. It helps socio-educational evangelists to lead men and women to the educational sawdust trail through a wholesome way to a new life in home and society. It is a noble endorsement of the glorious work achieved by Cora Wilson Stewart and Dr. L. R. Alderman of the United States Bureau of Education.

DIRECTED HISTORY STUDY. Book One. A Student's Workbook in Old World Backgrounds of American History. By Charles C. Scheck and M. Althea Orton, both of Rochester, N. Y. Heavy paper cover, 8 by 10 inches. Yonkers-on-Hudson, New York, and Chicago: World Book Company.

This is an entirely new approach to American history, and must be examined by a superintendent carefully to see whether or not it will fit into the work of the school as it is, or whether it is worthwhile to rearrange school work so as to have the school work so arranged that it will fit into a study like this. We are not competent to pass judgment on either of these problems.

ENGLISH GRAMMAR: CORRECT AND EFFECTIVE USE. By Kate Smith and Ethel Magee of Los Angeles, and S. S. Seward, Jr., Stanford University. Cloth. 357 pages. Boston, New York, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Every new book in grammar and English issued by standard educational publishers is a real contribution in some way to the promotion of the better learning of how to write. It is impossible for a reviewer to magnify the special advantages of each of the new books when every one of them has some improvement on those which have gone before, and is liable to put a soft pedal on some feature of books that have demonstrated rare virtue. Two things we know without any apology for saying that we know about this book. First, Los Angeles gets famous results in teaching of grammar and inspires children to great achievements, and Stanford University is brilliantly venturesome in shouting "Go" to California teachers who create anything new in subject-method. We are especially impressed with the courage of these authors in resurrecting the one-time famously popular diagraming of the sentence to visualize the relation of every part of speech to every other part of the sentence. We always had a feeling that the old-time diagram rendered a real service to boys and girls who needed something to promote abstract thinking in grammar.

A HAT-TUB TALE, or From the Shores of the Bay of Fundy. By Caroline D. Emerson. Illustrated by Lois Lenski. Cloth. New York: E. P. Dutton and Company.

Children's books seem to run to nonsense this season, and Miss Emerson of the famous Brearley School uses realistic nonsense artistically, using the Bay of Fundy and the Evangeline Country as the scene of her genius. The drawings, as in all the nonsense books of the year, are the most deliciously nonsensical.

MUSIC APPRECIATION FOR THE JUNIOR HIGH SCHOOL. A Series of Four Books of Progressive Lessons in Listening. By Mabelle Glenn, director of Music, Kansas City, Missouri, and Margaret Lowry, educational director, Kansas City Symphony Orchestra. Boston, Newark, New York, Chicago, San Francisco: Silver, Burdett and Company.

The music apppreciation and creation in all of the schools of Kansas City is wonderful. We have often written of the achievements in public school music which has been the pioneer in many vital phases of educational functioning for the past thirty years, and it has never approached the leadership in education which it has today.

It has not been easy for women to get the recognition that men receive, for their genius has not been commercialized as usefully and profitably as has that of city and state supervisors and directors.

Jessie Gaynor and Frances E. Clark are exceptions because they created special activities. No man has excelled Estelle Carpenter or Mabelle Glenn, but Miss Carpenter has had no music system to nationalize her. Fortunately Mabelle Glenn is creating a music system that has already nationalized her and she is honored with the presidency of the National Supervisors Association, than which no recognition could be more significant.

"Music Notes: Book Four" for junior high schools with the accompanying Manual of thirty-two pages is one of the great public school music achievements in American education.

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GRINS BETWEEN GRINDS

He Recognized Him

First Farmer—"I've got a freak on my farm—a two-legged calf."

Second Farmer—"I know. He called on my daughter last night."

Reason

Teacher—"Johnny, why is it that you are not as polite and well behaved as Jimmy?"

Johnny—"Well, he lives in a street where all the other boys are bigger than he is."—Vancouver Province.

Promises

"I dreamt that a fairy granted me three wishes."

"What did he say?"

"He promised wealth and power and luxury."

"Perhaps you weren't dreaming after all. Mebbe that was a bond salesman."

Also Ran

"Are you the groom?" asked the bewildered old gentleman, at a very elaborate wedding.

"No. sir," was the reply of the embarrassed young man. "I was eliminated in the preliminary tryouts."

Far Too Tiring

The small boy had been taught to rise whenever his parents entered a room which he was occupying.

As it happened, he had a friend in to tea one afternoon, and when his mother came into the room Robert immediately rose. His friend made no move, so Robert asked him to stand up.

A few minutes later his mother again entered the room, and Robert and his friend both jumped to their feet.

But a third entrance was too much for the guest.

"Look here, Bobbie," he growled disgustedly, "what do you think your mother is—the national anthem?"—Answers, London.

In Case of a Flat

"Why did you bring two young men as partners?" asked the dance hostess.

"I always carry a spare," replied the girl.

One Way Out

Man (rushing into editor's office)—"See here, you've published an announcement of my death by mistake. You must fix that up somehow."

Editor—"Well, we never contradict anything we have published, but I'll tell you what I'll do. I'll put you in the births column tomorrow and give you a fresh start."—Columbia Jester.

Every One Calls Her "Dear"

The Handsome Conductor—"You'll have to transfer at Belvedere."

The Pretty Passenger—"What time does this train reach Belve?"—Kansas City Star.

Safe

Two spiders met in a dusty corner.

"Well," asked one, "how are you getting on?"

"Terribly," replied the other, "everything is impossible nowadays; what with mechanical sweepers and energetic housemaids, I'm always disturbed. And how," she inquired, "are you?"

"Oh, very well," said spider No. 1. "I've made my home in an offertory box in a church in Aberdeen."—Weekly Scotchman.

Comb Again

Josiah Brush, a traveling man
Who sailed the briny main,
Was "Mr. Brush" in England,
And "Senor Brush" in Spain;
The Frenchmen called him "Monsieur Brush,"
But the Germans were his bane,
For they always called him "Herr Brush,"
Which filled his soul with pain.
—Selected.

An Extra Quart

He—"Why all the milk bottles?"

She—"When I come in late at night I rattle them and dad thinks I am the milk man."

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Fresh-Air Schools for the Anemic

By Eva G. MacNutt

The modern school system is giving considerable attention to problems connected with the undernourished child. In order to provide the best environment for undernourished children, the open-air classroom is being used in up-to-date school buildings. There are many children in whose families there is tuberculosis, and it is deemed a wise precaution to place them where they can obtain plenty of fresh air, rest, and nourishing food, as a preventative of disease.

At first the mere mention of a fresh-air room brought opposition from both parents and pupils. This was largely due to misunderstanding and ignorance of the object, the parents feeling that it was a "charity," and would say: "I give my child plenty to eat at home." Then the children feared that by being placed in a fresh-air room they would lose their promotion, and disliked the idea of a special class. However, this difficulty was overcome by making the rule that any child who is selected for the fresh-air room must stay in the room for three weeks. By the end of that time the child has nearly always learned enough of the value of health to wish to attain it, and has so enjoyed the friendly comradeship and the responsibility placed upon him that the objection is forgotten.

The Williams School, Chelsea, Mass., seemed to afford a concrete example of the fresh-air room, and has been found to be highly satisfactory in bringing back to normalcy many anemic children.

As the class in this fresh-air room is limited to twenty-four pupils, it is made up of only those who are seriously underweight, selected by the school physician, the school nurse, and the teacher. Upon entering, each child is given a thorough physical examination and all defects are noted on special cards printed for this purpose. These cards are placed on file for future reference and for correction of defects.

In order to give a correct idea of how this fresh-air room functions, an account of a day's schedule is given as follows: The day begins with a half-hour's daily inspection and health talks. Academic work follows for forty-five minutes when lunch is served, consisting of oatmeal and milk, or cocoa and crackers, or bread and butter. Each child has a part in the preparation or clearing up after the meal.

While the children are eating their lunch the teacher prepares the dinner and places it in the fireless cooker.

Academic work follows until 11.30, when the portable desks are pushed back to the wall, and cots are set up for the rest period. All but the dinner helpers lie down for a fifteen-minute rest period before dinner, which is served at 12. After dinner all engage in a toothbrush drill, and they return to their cots for a half-hour nap. By having three sets of dinner helpers, the girls lose their rest period only once in three days. Academic work fills the afternoon.

The menus for dinner vary and are quite simple, but milk is served every day. Each child brings his own potato and a slice of bread and butter each day. The cost of other food is fifty cents a week per pupil, or $12 per week for the class, which is paid for by the school. Of this sum $5 is spent for milk, which allows two glasses daily, used either in cooking or drinking, for each child.

A weight record for each child is kept and hung on the wall, where the child can see it and follow his progress. The children are weighed each week and allowed to mark their own progress on the record card.

One day each month is observed as health day, when no academic work is given, but the whole day is devoted to the reading of health stories, writing original poems and stories and making health posters.

In spite of the short time given to academic work, in this fresh-air room, the children seldom fail to be promoted, in fact frequently they have double promotions.

By the close of the school year the majority of the class have reached a normal-weight line. The children have learned the rules of the health game, what they need to do to enjoy good health, and hence are no longer kept in a fresh-air room.—School Life.

Meetings To Be Held

OCTOBER.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington: Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-27: West Tennessee Education Association, O. H. Jones, West Tennessee State Teachers College, Normal, Tennessee.

26: Middlesex County Teachers' Association, Boston. Elementary Division I and II, Tremont Temple. Senior and Junior High Schools, Colonial Theatre. General Meeting, Gardner Auditorium, State House. Arthur L. Doe, secretary, Somerville, Mass.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Beaver Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

9: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Greenville, North Carolina.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

10-11-12-13: New Jersey State Association, President Henry P. Miller, principal, Senior High School, Atlantic City, N. J. Atlantic City, N. J.

10-13: New Jersey State Teachers Association. Charles B. Dyke, R. 304 Stacy-Trent Hotel, Trenton; Atlantic City, New Jersey.

14-16: Arkansas Educational Association, H. L. Lambert, 219 Glover Bldg., Little Rock; Little Rock, Arkansas.

14-17: Missouri State Teachers Association, E. M. Carter, Columbia; Kansas City, Kirksville, Warrensburg, Cape Girardeau, Springfield, Maryville, Rolla, Missouri.

15-16-17: West Virginia State Education Association, Charleston, West Virginia. J. H. Hickman.

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